



SPEECH EVALUATION ABOUT THE NURSING PROFESSOR'S EXPRESSIVENESS
AVALIAÇÃO FONOAUDIOLÓGICA SOBRE A EXPRESSIVIDADE DO PROFESSOR DE ENFERMAGEM
EVALUACIÓN DE DISCURSO SOBRE LA EXPRESIVIDAD DE DOCENTE DE ENFERMERÍA

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ABSTRACT

Objective: to identify the nursing professor's expressiveness as verbal resources, nonverbal and vocal, according to the evaluation of expert audiologists. **Method:** a descriptive and quantitative study, conducted in a public university in São Paulo, in a nursing graduate course. The sample consisted of a teacher framed criteria: to belong to effective faculty of the institution, being in an academic activity, working for over a year in the local and consenting to participate in the study, and three experts in voice; more than two years of experience with a professional of voice; experience in expressiveness; member of the voice department of Brazilian Society of Speech and the doctor degree. In assessing the expressiveness of the teacher by experts, it was performed to shoot the professor teaching the students for two hours, in which we analyzed it using the Speech Assessment Protocol, containing verbal, vocal and non-verbal features. After the data it was compared by experts and presented in context. The research project was approved by the Research Ethics Committee of the Nursing School of Ribeirão Preto, University of São Paulo (no. 947/2008) and the participants signed an informed consent form. **Results:** Experts audiologists had few disagreements between them regarding the evaluation of the nursing professor's expressiveness, which in general it proved to be significant, although they achieve prolonged pauses, repetitive movements, prevalence of elevated pitch and loudness and emphasis on the vicious and predictable word. Given the importance of the nursing profession, the expressiveness of the teacher should be effective to provide students with knowledge that will lead them to practice with skill and sensitivity. **Conclusion:** there were few disagreements, the evaluation of experts, the expressiveness of the nursing professor, but this proved to be expressive. However, it is necessary more studies to evaluate expressiveness of this professor. **Descriptors:** nonverbal communication; universities; nursing faculty; nursing; speech therapy.

RESUMO

Objetivo: identificar a expressividade do professor de enfermagem, conforme os recursos verbais, vocais e não verbais utilizados, segundo a avaliação de *experts* fonoaudiólogos. **Método:** estudo descritivo e quantitativo, realizado em uma universidade pública paulista, com curso superior de enfermagem. A amostra constituiu-se de um professor enquadrado nos critérios: pertencer ao corpo docente efetivo da instituição, estar em atividade acadêmica, trabalhar há mais de um ano no local e consentir participar da pesquisa; e três *experts*: especialistas em voz; mais de dois anos de atuação com voz profissional; experiência em expressividade; membro do departamento de voz da Sociedade Brasileira de Fonoaudiologia e titulação de doutor. Na avaliação da expressividade do professor pelos *experts*, foi realizada a filmagem do docente ministrando uma aula de duas horas aos alunos, o qual foi analisado utilizando-se o Protocolo de Avaliação Fonoaudiológica, contendo os recursos verbais, vocais e não verbais. Após, os dados foram comparados pelos *experts* e apresentados em quadro. O projeto de pesquisa foi aprovado pelo Comitê de Ética em Pesquisa da Escola de Enfermagem de Ribeirão Preto da Universidade de São Paulo (nº 947/2008) e os participantes assinaram o Termo de Consentimento Livre e Esclarecido. **Resultados:** os *experts* fonoaudiólogos apresentaram poucas discordâncias entre si em relação à avaliação da expressividade do professor de enfermagem, que no geral mostrou-se expressivo, apesar de realizar pausas prolongadas, gestos repetitivos, predomínio de elevação de *pitch* e *loudness* na palavra e ênfases viciosas e previsíveis. Diante da grande importância da profissão de enfermagem, a expressividade do professor deve ser eficaz para propiciar aos alunos conhecimentos que os levem a exercer a profissão com competência e sensibilidade. **Conclusão:** houve poucas discordâncias, pela avaliação dos *experts*, quanto a expressividade do professor de enfermagem, mas este mostrou-se expressivo. Porém, faz-se necessário mais estudos para a avaliação de expressividade deste professor. **Descritores:** comunicação não verbal; universidades; docentes de enfermagem; enfermagem; fonoaudiologia.

RESUMEN

Objetivo: identificar la expresividad del profesor de enfermería según los recursos verbales, vocales y no verbales empleados, siguiendo la evaluación de los expertos fonoaudiólogos. **Método:** estudio descriptivo y cuantitativo realizado en una universidad pública de São Paulo en la licenciatura en Enfermería. El muestreo se constituye de un profesor que reúne los criterios: pertenecer al cuerpo docente efectivo de la institución, estar en actividad académica, trabajar hace más de un año en el local y consentir participar de la investigación; y tres peritos especialistas en voz; más de dos años de actuación en voz profesional; experiencia en expresividad; miembro de departamento de voz de la Sociedad Brasileña de Fonoaudiología y titulación de doctorado. En la evaluación de la expresividad del profesor por los peritos, se filmó al docente impartiendo una clase de dos horas a los alumnos, filmación que fue analizada utilizando el Protocolo de Evaluación Fonoaudiológica, conteniendo los recursos verbales, vocales y no verbales. A continuación se compararon los datos por parte de los peritos y se presentaron en cuadro. El proyecto de investigación se aprobó por el Comité de Ética en Investigación de la Escuela de Enfermería de Ribeirão Preto en la Universidad de São Paulo (nº 947/2008) y los participantes firmaron el Término de Consentimiento Libre y Esclarecido. **Resultados:** los expertos fonoaudiólogos presentaron pocas discordancias entre sí en relación a la evaluación de la expresividad del profesor de enfermería, que en general mostró ser expresivo, a pesar de realizar pausas prolongadas, gestos repetitivos, predomínio de elevación de *pitch* y *loudness* en la palabra y énfasis viciosas y previsibles. Ante la gran importancia de la profesión de enfermería, la expresividad del profesor debe ser eficaz para propiciar a los alumnos conocimientos que los lleven a ejercer la profesión con competencia y sensibilidad. **Conclusión:** hubo pocas discordancias, por la evaluación de los expertos, respecto a la expresividad del profesor de enfermería, pero este se mostró expresivo. Sin embargo, se necesitan más estudios para evaluar la expresividad de este profesor. **Descritores:** comunicación no verbal; universidades; docentes de enfermería; enfermería; fonoaudiología.

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INTRODUCTION

Communication is a process related to the expressiveness, the person is expressive communicative, able to exchange ideas, talk, talk and communicate information appropriately. The expressiveness is on a way to use the communication resources and may produce negative or positive impressions pleasant or not the listener, it is related to the emotions and attitudes of the speaker. The way a person speaks, gesticulates, i.e., the expression that gives the mean will reflect in the attitude toward the subject and, inevitably, he is expressing his emotions.² Expressiveness is the individual's ability to "give life" to his thought by body language and expression, raising the others will think together, to build the idea.³

There are people with difficulties to be expressive, including sometimes the teacher.

Classrooms are spaces of communication, and how the words are said to guide the interactions and permit the appropriation of meaning by students. However, there is little concern with the teaching of the professor, which may be linked to a gap in their education and ignorance about the importance of their performance in teaching.² The activity of the teacher is social, in which interactions build the senses and relationships in the classroom.^{2,4}

The professors must have communication skills in the act of teaching to facilitate their interaction with the student, contributing to teaching and learning.² To express his ideas, he should go beyond that present scientific technical content. Insofar as the content develops, he can realize whether he is or not being understood, going beyond means that, beyond knowledge, he must submit a set of characteristics such as tone of voice and rhythm and intonation of speech proper, precise articulation, gestures and attitudes that complement the speech, which are factors that lead him to express himself with greater or lesser credibility.⁵

If the communication skills of the teacher are changed they can affect their expressiveness and scope of the educational process. In universities, the professors are busy in the daily live, with plans, schedules classes, conducting research and extension projects and sometimes they forget their own performance and can teach classes meaningless and tiresome.

Particularly in nursing, the professor's expressiveness must be effective. This profession has as main objective to take care of human beings in general weakened, comprehensively and humanized. So even in a theoretic class, it is for the professor to impart knowledge to the nursing student with vivacity and emotion, significantly, clearly content to encourage him to learn, to seek knowledge and lead him to become a competent professional. It is significant that the professor can

encourage him to be sensitive, willingness to care for others, yearning to talk to the patient, simple eye contact or have a loving attitude for someone sick. Such elements are transmitted through the theoretical knowledge and life experiences of the teacher, his speech, his emotions, his actions and his conduct, i.e., their expressiveness. However, it is known that despite its importance, the expressiveness is ignored by teachers in general.

In this study, the intention was to investigate the expressiveness of the professor of higher education in the complex area of nursing. There are features that allow recognition and expressiveness among these are the verbal, vocal and non-verbal areas.^{6,7}

They are considered **Verbal Resources** the type of voice (adapted and diverted⁶, neutral, not neutral, diverted, as amended⁷); resonance (elements of the vocal tract that have close relationship with each other, causing the voice to be molded and designed in space⁶ can be balanced or predominant resonant focus⁷), the pitch (psychophysical sensation regarding height sound, considering the more serious or more acute⁶, can be low, medium or high), the loudness, (psychophysical sensation concerning the intensity, i.e. when it is considered that the sound is strong, medium or weak⁶); articulation (ability to be understood with precise sounds, can be accurate⁶ - inaccurate - undifferentiated - locked - overblown - distorted⁷), speech rate (average, slow, fast⁷), the coordination between breathing (present, absent⁷) and vocal attack (the way how the sound⁶ is started can be brusque, isochromic, sucked⁷).

They consist **Vocal Resources**: the emphasis (enhancement through voice, should be given the word that finds more expressive within a sentence and to convey the essence of the message⁷), pause (separates blocks of meanings⁷), the melodic curve (it is the melody of speech and can be ascending and descending⁷); rhythm (it is the musicality of speech, the correct pronunciation of words, the alternation of height and speed of the voice that prints the speech⁸).

The Non-verbal Resources are: facial expression - appearance of the face determined by the physical or emotional state, countenance⁸, body posture (how each person manifests himself/herself⁹), the use of hand gestures (which punctuate what is important in information⁷, hand gestures should occur in every idea⁸), the swaying of the head (used to punctuate sentences, follow the intonation and reinforces it⁸).

Few studies are related to the expressiveness of professors,^{2,4} what justifies this research. The study proposal transcends the focus on voice, because the goal is to identify the expressiveness of professor of nursing according to verbal, nonverbal and vocal used, according to the evaluation of expert audiologists.

METHOD

A descriptive study, quantitative approach, with data collection occurred in 2010, at a public university in São Paulo, with Degree in Nursing.

To achieve the study we invited three professors of the institution, all nurses, who were analyzed for their expression when they are teaching. The criteria for the selection of these teachers were effective belonging to the faculty of the institution, be in regular academic activity, working for over a year in the local and consent to participate in research by signing the Instrument of Consent - Termo de Consentimento Livre e Esclarecido (TCLE) as national ethical recommendations.¹⁰ However, only one agreed to take part in the study. For the selection of experts, who should evaluate the expressiveness of nursing professor, we used the following criteria: experts voice acting more than two years with professional voice, have experience in expressiveness (working in radio and television), a member of the department voice of Brazilian society and provide speech therapy titration doctor certified through the curriculum vitae.

The research project was submitted to Research

Ethics Committee of the institution, having been approved (947/2008). All participants (professors and experts) signed the consent form.

To evaluate the expressiveness of the teacher, from specialists in speech, an instrument was used, the Speech Assessment Protocol¹¹ that had the verbal, vocal and non-verbal resources as detailed above.

Regarding the evaluation of professor's expressiveness by nursing experts, we performed to shoot the professor teaching the students from two hours in the last year in the institution. This footage was taken by a technician of the college, and after the film was edited totaling six minutes and recorded in Digital Versatile Disc (DVD), forwarded separately to the experts who evaluated using the mentioned protocol¹¹, returning the material evaluated after one month.

The data were analyzed and are presented below.

RESULTS

The table 1 shows the evaluation done by speech experts about the nursing professor's expressiveness when teaching class.

Variables	Expert I	Expert II	Expert III
Verbal Resources			
Type of Voz: neutral	X	X	X
Vocal Attack:			
- isochronic	X	X	X
- blunt (sometimes)	X	X	X
Loudness: medium	X	X	X
Pitch: acute	X	X	X
Resonance: not balanced, predominantly:			
- Laryngeal / pharyngeal / metal / loud			
- Nasal constricted	X		
- hypernasal		X	X
Articulation: need	X	X	X
Speech rate: medium	X	X	X
Coordination between breathing: present	X	X	X
Vocal Resources			
Êmphases			
- Uses prolonged pauses and intensity increase			
- Predominance elevation of pitch and loudness in words	X	X	
- Vicious and predictive			X
Breaks: adequate and sometimes coincide with the emphases	X	X	X
Melodic Curve: ascending	X	X	X
Rhythm: repetitive	X	X	X
Non-verbal Resources			
Facial Expression: adequate and present following emphases	X	X	X
Body posture (trunk): aligned	X	X	X
Use of gestures (arms, hands):			
- adequate	X	X	
- repetitive			X
Wiggles the head: following the emphases	X	X	X

Picture 1. Evaluation of audiologist protocol 12 according to experts on the expressiveness of speech professor of nursing. Ribeirão Preto, SP, 2010. Legend: X means the presence of the variable

DISCUSSION

The assessment of the experts showed slight variation in the variables, resonance (verbal resources), emphasis (vocal feature) and gestures (nonverbal resources). As well as homogeneity of information in relation to other resources. This demonstration indicates the evaluation likened similar experience of each of the evaluators. In the specific case of this study, all the experts were

audiologists, aged between 40 and 60 years-old, professional experience and similar; work with professional voice, especially in radio / television, having experience with expressiveness.

The differences in answers about the verbal resource occurred in relation to the variable resonance because everyone showed similarity to relate that it is not balanced. The first expert dismissed the resonance as laryngeal / pharyngeal / metal / harsh; the evaluations of experts 2 and 3

suggest it as being constricted nasal and hypernasal respectively. The vocal tract and its movements contribute to filtering and amplification of sound. Improper use of these structures can lead to disturbances in the quality and resonance. Hypernasality is excessive nasal resonance, resonance is the most common disorder. There are three types of resonance problems: hypernasality already defined earlier; the denasality (lack of nasal resonance for the three nasalized phonemes / m /, / n / and / nh /, also affecting the vowels, is the feeling that the person is cooled) and assimilative nasality (indicates that the speaker seem nasal vowels when they are adjacent to three nasal consonants¹²).

Individuals without vocal complaints were evaluated and attempted to correlate possible findings telelaringo-stroboscopic, perceptual and acoustic. We evaluated 21 men, aged 20 to 50 years-old, without vocal complaints, they did not use tobacco / distilled. In the evaluation of the resonance, three professors had hypernasal resonant focus, cul de sac and pharyngolaryngeal; regarding sustained vowel, three showed, respectively, focus hypernasal, cul de sac and pharyngolaryngeal. In connected speech, these individuals maintained the same pattern, except that showed adequate resonance laryngopharyngeal. The subjects with the standard resonance hypernasal and cul de sac had values of greater pitch than the average.¹³

Resources of verbal expressiveness are constituted in the communication made by means other than the spoken or written word, but in communication there can be no separation between what is verbal and nonverbal, as there is an interrelationship between these resources⁷.

As for features the vocal emphasis variable was assessed by experts 1 and 3 with some similarity (prolonged pauses and intensity increase, vicious and predictable, respectively) for the two expert predominant elevation of pitch and loudness in words.

The study evaluated the expression of public relations students. They were asked if they used the resources of pauses and emphases, 42.86% used such resources often wore us 38.09% and 19.05% occasionally, not very often. In writing, the pauses are marked by the score, but in speech, not breathing every comma; uses to pause when you want to mark the end of a topic or the passage from one subject to another, made quietly.¹⁴

Pause is silent, it is important because it generates expectations of the listener, to call the attention of the receiver is breaking the rhythm, either by the vacuum itself.¹⁵ In this study, the professor of nursing (as identifying experts 2 and 3) used prolonged pauses, vicious and predictable, making their speech tiring because every moment was paused, showing its predictability.

In relation to nonverbal Resources, the experts agreed on most items, the professor showed up properly evaluated, with the exception of using gestures (arms, hands) that was perceived as repetitive by the evaluators.

People with expressive face are considered more reliable⁵; gestures are important because they demonstrate what is happening, the teacher can keep in receptive posture, open, using movements of arms and hands for the transmission of content⁸; wiggles the head should be controlled as vocal intonation.⁷

The entire evaluation shows that the experts showed little variation in their evaluation of nursing professor's the expressiveness.

In a nursing course, the educational approach is essential, for their assumptions the graduated professional faces the labor market, with multiple demands that even were not taught in college.

Difficulties faced by graduates in the daily life and attributed to deficiencies in the educational proposal related to work processes, assist, manage and search, both in hospitals and in others were found in a study done with egress students of a private nursing course. To be successful, the educational program should give a clear and consistent that the contribution of the course to develop social and educational skills¹⁶. It contributes to this success expressive teacher who can convey emotion and safety content to be taught to future nurses.¹⁷

Nursing schools should have programs to promote health vocal of teachers since their formation until their operations, encompassing prevention and monitoring of the learning process¹⁸, it is also important that teachers know the importance of expressiveness in the transmission of their teachings to students.

The content transmitted by nursing professors without expressiveness probably will not be retained by the student and may harm them in their future job performance.¹⁷

CONCLUSION

To work communication skills with teachers means to bring the importance of the expressiveness because they must use appropriate communicative resources to improve their performance, with credibility and express these aspects are relevant to the process of interest and student learning.

In this study, the audiologists experts had few disagreements between them regarding the evaluation of nursing professor's expressiveness, which in general proved to be significant, although achieve prolonged pauses, repetitive movements, lifting predominance of pitch and loudness in words and emphases vicious and predictable.

However, further studies are necessary for the

advancement of knowledge about Nursing Professor of higher education and their expressiveness, an essential element for effective professional performance of their students, future nurses.

In Nursing, professors must educate for life and teach ethical and moral values, beyond the specific values of the profession. They should teach their examples, putting life into their words, giving examples, being expressive, given the importance of this profession in the care of the frail human being.

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